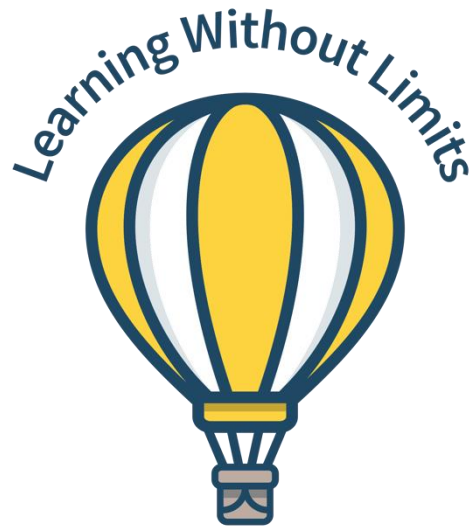


# Dean Field School

## British Values Policy



**Dean Field**  
Community Primary School

**Written:** June 2023

**Reviewed:** June 2024

**Review Date:** June 2025

## Intent

At Dean Field we want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Social, moral, spiritual and cultural education is at the heart of our school which emphasises the difference between right and wrong and respecting and tolerating differences in a very diverse and modern Britain. We have a creative curriculum that will enable children to make progress towards these aims. Through engaging lessons, we give them all a better understanding of themselves and others in the 'community of communities' in which they live.

Even though our school values work in harmony with British Values, we also aim to actively promote British Values in our curriculum so that pupils are prepared for the future. Despite modelling values in everything we say and do, we explicitly discuss topics linked to the values in a weekly whole school assembly. We do this because we want children to debate and discuss modern day issues linked to mutual respect, individual liberty, the rule of law and democracy so that they understand the importance of them and build their inquisitiveness.

## Implementation

<b>British values</b>		<b>Examples of how these are developed in our school and wider curriculum</b>
<b>Democracy</b>	<ul style="list-style-type: none"><li>• To understand and respect the democratic process</li><li>• To understand how they can influence decision making through a democratic process</li><li>• To understand how to argue and defend a point of view</li><li>• To understand the importance of team work</li></ul>	<ul style="list-style-type: none"><li>• Pupils are listened to by adults and are taught to listen carefully and with compassion, to each other, respecting the right of every individual to have their opinions and voices heard</li><li>• PSHE &amp; RE lessons</li><li>• Values assemblies and lessons</li><li>• School Council</li><li>• Sports Leaders/ year 6 prefects</li><li>• Children all contribute to their class rules</li><li>• Pupil voice activities are carried out half termly by the leadership team and subject leaders.</li></ul>
<b>The rule of law</b>	<ul style="list-style-type: none"><li>• Ability to recognise the difference between right and wrong and apply this to their own lives</li></ul>	<ul style="list-style-type: none"><li>• Weekly assemblies on school values</li><li>• PSHE &amp; RE lessons. Visitors in school like:</li></ul>

	<ul style="list-style-type: none"> <li>• Ability to accept responsibility for their behaviour</li> <li>• To understand the consequences of their behaviour and actions</li> <li>• Ability to resolve conflict</li> <li>• Understand how they can contribute positively to the lives of those living and working in the locality and society more widely</li> <li>• To understand that living under the rule of law protects them and is essential for their well-being and safety</li> </ul>	<p>community support officers and the fire service</p> <ul style="list-style-type: none"> <li>• Weekly gold book assemblies</li> <li>• Classroom rules/ school code of conduct</li> <li>• Positive behaviour system – actions have consequences</li> </ul>
<b>Individual liberty</b>	<ul style="list-style-type: none"> <li>• To understand rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment</li> <li>• School code of conduct</li> <li>• Values assemblies</li> <li>• Classroom rules</li> <li>• Choice of challenges within lessons</li> <li>• E-safety lessons in computing</li> </ul>
<b>Mutual respect and tolerance of those with different faiths and beliefs</b>	<ul style="list-style-type: none"> <li>• Reflective about their own beliefs, religious or otherwise that inform their interest in and respect for different people's faiths, feelings and values</li> <li>• Reflective about their own experiences</li> <li>• Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others</li> <li>• Use a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn about respect and tolerance via cross curricular topics</li> <li>• PSHE &amp; RE lessons</li> <li>• Values assemblies</li> <li>• School rules</li> <li>• Promoting anti-bullying and having a zero tolerance policy towards it.</li> <li>• Participation in community based activities</li> <li>• Visitors are invited into school to enrich and extend children's understanding</li> </ul>

	<p>and socio-economic backgrounds</p> <ul style="list-style-type: none"> <li>• Participate in a variety of communities and social settings, cooperating well with others</li> <li>• Understanding and appreciation of the range of different cultures within school and further afield as an essential part of their preparation for life in modern Britain</li> <li>• Understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes</li> </ul>	
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## **Impact**

### **Assessment and Feedback**

Children's knowledge and understanding of the British Values is assessed through whole class discussions and one to one discussions with pupils in lessons across the curriculum. It is also evident in our everyday school life. Some aspects of British Values, that are explicitly linked to topics, will also be assessed in line with the specific subject that it links to. As a school, we use Seesaw to evidence the teaching and learning of British Values and this also allows us to identify any potential gaps in learning for specific groups. We then utilise assemblies and other whole school theme days to address these gaps.